

The State of English Language Learner Programs in Texas

**Senate Education Committee
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**Mexican American Legal Defense and Educational Fund
(MALDEF)
Southwest Regional Office**

**David Hinojosa, Senior Litigator
dhinojosa@maldef.org**

**110 Broadway, Ste. 300
San Antonio, Texas 78205
(210) 224-5476**

State Obligation of an Adequate ELL Program

The State satisfies its duty of providing an adequate education when districts are “[reasonably] able to provide *all Texas children* . . . access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic and educational opportunities of our state and nation.”

Neeley v. West Orange Cove ISD, et al.



Bilingual/ESL Programs in Texas

- Performance of English Language Learner Students in Texas in K-6 and Secondary Schools
- Deficiencies in the State's Monitoring of Language Programs
- Reform Needed in Secondary English as a Second Language Programs

Myths v. Facts

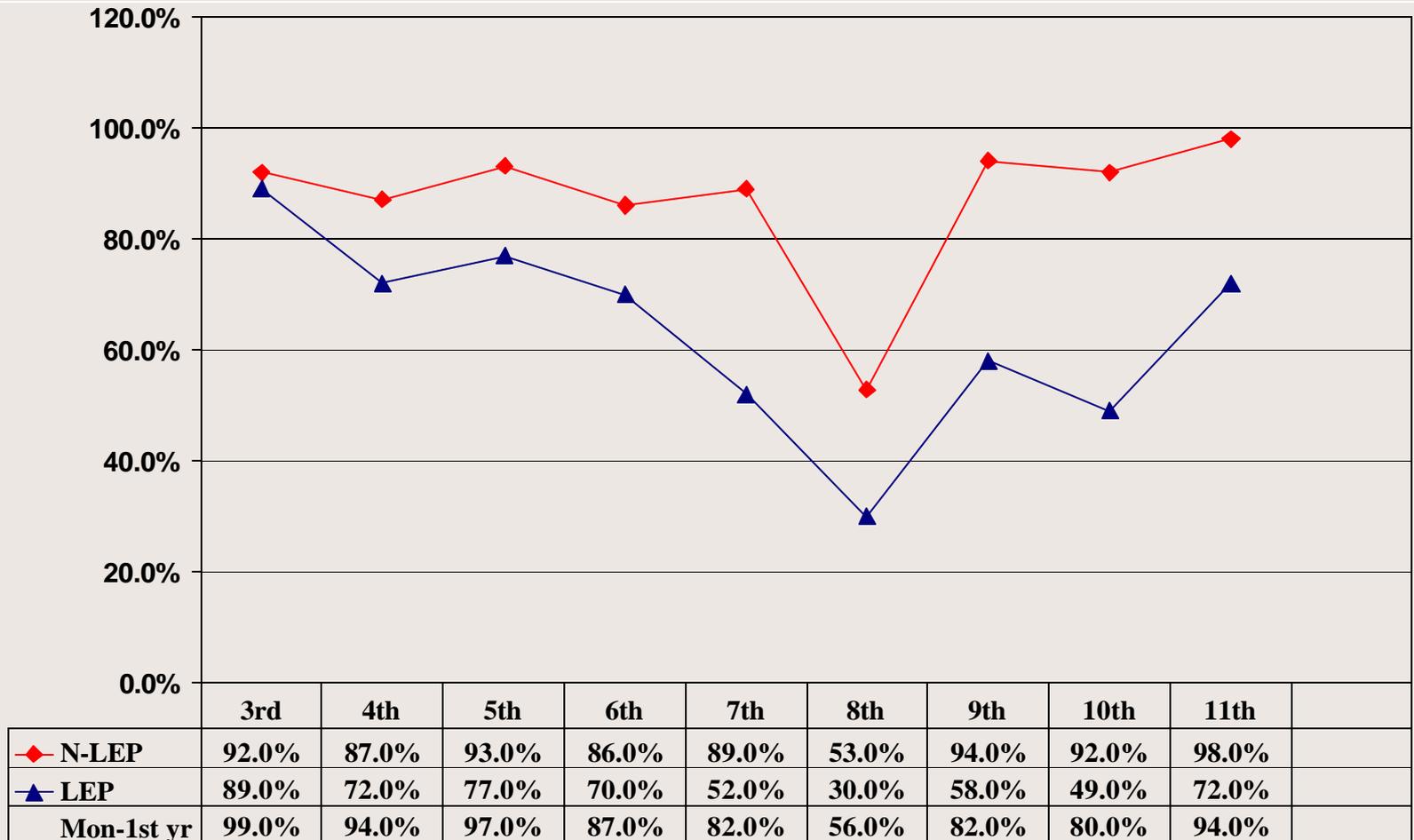
Secondary ELL Students

- 1. Not just a few: Over 140,000 in MS/HS**
- 2. Majority are not new immigrants**
- 3. Poor testing results exclude the “newest”**
- 4. Most are not becoming proficient in English**
- 5. TEA Monitoring System masks failure**
- 6. No research on failing students**

Failing ESL Secondary Program

- **“Defendants have had a quarter century to demonstrate they are overcoming language barriers on the secondary level and the data demonstrates consistent and continued failure to fulfill this difficult but necessary, responsibility.”**
- **“Secondary LEP students . . . fail terribly under every metric.”**
- **TAKS Scores**
- **TELPAS- few in advanced high level, after a number of years in program**
- **Retention Rates**
- **Graduation Rates**
- **Pushout Rates**

Achievement Differences- TAKS Reading 2010 (ELA-GR 10/11)



Source: Summary Reports 2010 (Bilingual- LEP Gr. 3-6; ESL-LEP Gr. 7-10)

The Achievement Gap in Math

Source: TEA AEIS Reports

Math	TAAS '02 (GAP)	TAKS '04 (GAP)	TAKS '05 (GAP)	TAKS '06 (GAP)	TAKS '07 (GAP)	TAKS '08 (GAP)	TAKS '09 (GAP)
White	96.5%	86%	83%	86%	87%	89%	90%
Latino	90.1% (6.4%)	68% (18%)	63% (20%)	68% (18%)	71% (16%)	75% (14%)	78% (12%)
Afr- Amer	86.5% (10%)	62% (24%)	55% (28%)	61% (25%)	64% (23%)	69% (20%)	71% (19%)
Econ Disad	88.9% (7.6%)	59% (27%)	61% (22%)	66% (20%)	69% (18%)	74% (15%)	76% (14%)
ELL (LEP)		49% (37%)	54% (29%)	58% (28%)	62% (25%)	68% (21%)	71% (19%)

The Achievement Gap in Science

Source: TEA AEIS Reports

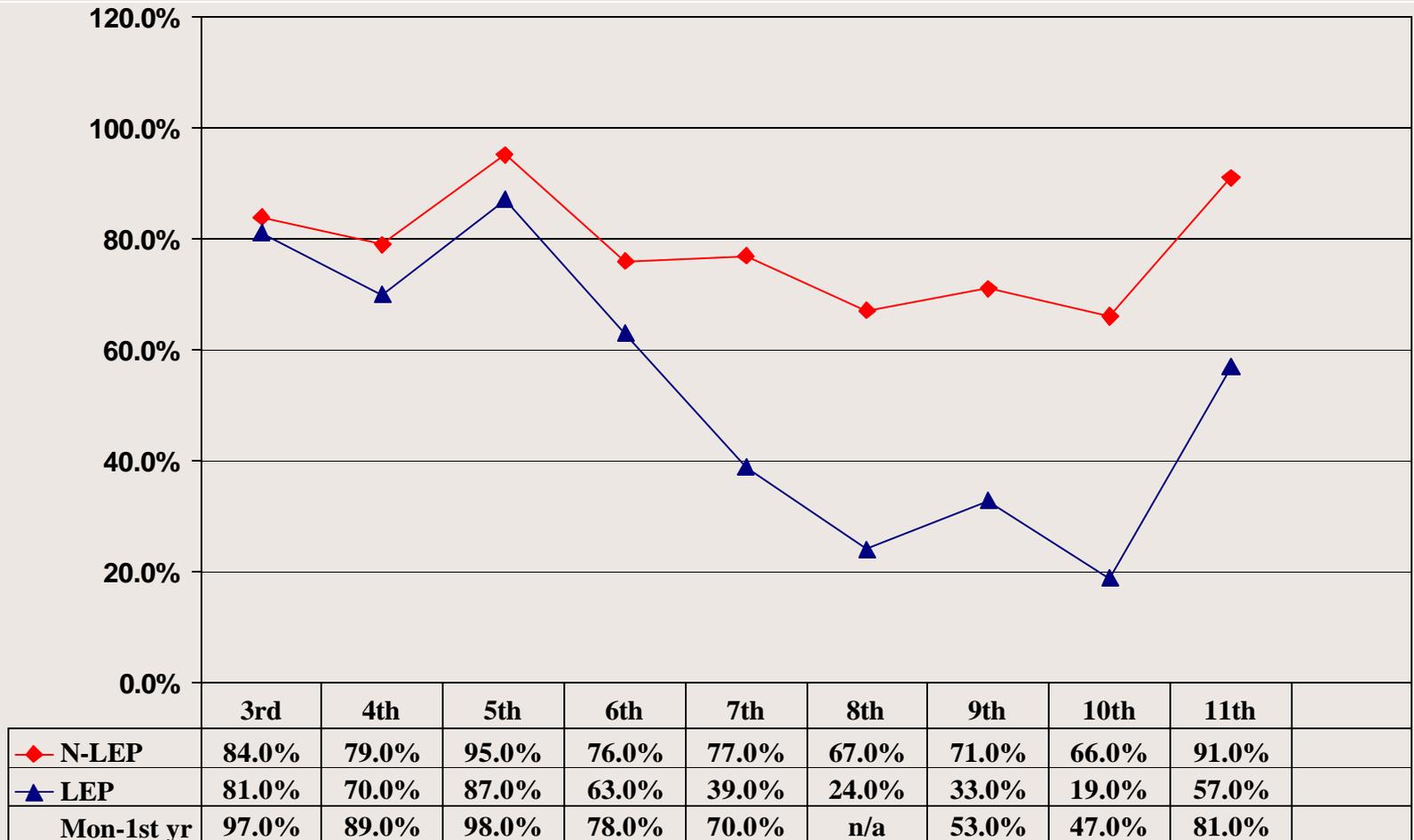
Science	2004 TAKS (Gap)	2005 TAKS (Gap)	2006 TAKS (Gap)	2007 TAKS (Gap)	2008 TAKS (Gap)	2009 TAKS (Gap)
White	86%	79%	85%	85%	87%	89%
Latino	60% (26%)	50% (29%)	59% (26%)	61% (24%)	66% (21%)	70% (19%)
Afr-Am	57% (29%)	45% (34%)	54% (31%)	56% (29%)	61% (26%)	66% (23%)
Econ Disad	58% (28%)	48% (31%)	58% (27%)	60% (25%)	63% (24%)	68% (21%)
ELL (LEP)	21% (55%)	28% (51%)	35% (50%)	39% (46%)	47% (40%)	42% (47%)

The Achievement Gap in All Tests

Source: TEA AEIS Reports

All Tests	2002 TAAS (GAP)	2004 TAKS (GAP)	2005 TAKS (GAP)	2006 TAKS (GAP)	2007 TAKS (GAP)	2008 TAKS (GAP)	2009 TAKS (GAP)
White	93%	71%	76%	81%	82%	84%	86%
Latino	80% (13%)	46% (25%)	52% (24%)	58% (23%)	62% (20%)	65% (19%)	68% (18%)
Afr- Amer	77% (16%)	40% (31%)	45% (31%)	52% (29%)	55% (27%)	58% (26%)	62% (24%)
Econ Disad	78% (15%)	44% (27%)	50% (26%)	56% (25%)	60% (22%)	63% (21%)	65% (21%)
ELL	N/A	35% (36%)	39% (37%)	45% (36%)	49% (33%)	52% (32%)	56% (30%) ⁹

Achievement Differences- TAKS All-Tests 2010



Source: Summary Reports 2010 (Bilingual- LEP Gr. 3-6; ESL-LEP Gr. 7-10)

*Gr

8 LEP and State per State AEIS Report (First Test Admin Only)

Graduation Rates for Texas Children*- Class of 2003-2008

(*as defined and reported by TEA)

Grads	c/o 2003	c/o 2004	c/o 2005	c/o 2006	c/o 2007	c/o 2008
State Avg	84.2%	84.6%	84%	80.4%	78%	79.1%
White	89.8%	89.4%	89.5%	89%	88.2%	88.8%
Latino	77.3%	78.4%	77.4%	71.1%	68.5%	70.8%
Afr- Amer	81.1%	82.8%	81.7%	74.5%	70.7%	71.8%
Econ Disad	77.8%	78.6%	77.4%	72%	68.8%	70.4%
LEP	54.5%	58.1%	61.2%	48.5%	39.3%	44.2%

Slide 11

i1

This slide just needs a update for the 2006 grad and dropout %.

ipina, 1/29/2008

Pushout Rates for Texas Children*-

Class of 2003 - 2008

(*as defined and reported by TEA)

	Pushout '03	Pushout '04	Pushout '05	Pushout '06	Pushout '07	Pushout '08
State Avg	4.5%	3.9%	4.3%	8.8%	11.4%	10.5%
White	2.2%	1.9%	2%	3.9%	5.3%	5.1%
Latino	7.1%	6.3%	6.9%	13.1%	16.4%	14.4%
Afr- Amer	6.3%	4.9%	5.5%	13.3%	17.2%	16.1%
Econ Disad	6.6%	5.9%	6.7%	13.7%	17.3%	15.7%
LEP	18.1%	13.3%	16%	27.9%	34.6%	30.8%

Insufficient Monitoring System Under the PBMAS

- **Looks at limited test scores and fails to monitor: Program Content, Program Coverage, Identification of Limited English Proficiency Students, Exit Criteria, Monitoring and Enforcement.**
- **Looks only at overall district performance, masking poor performance of ELLs at secondary level**
- **Compares performance of ELLs to absolute minimum state standards**
- **Provides for no onsite monitoring**
- **Ignores retention rates and uses distorted Grade 7-12 dropout rate**
- **Lack of certified bilingual/ESL monitors**

Revamped, Effective PBMAS For ELL Programs- SB 548

- 1. Reviews programs at campus level
(like AEIS)**
- 2. Adds Variable for Retention Rates**
- 3. Revises Dropout Rate- Grades 9-12**
- 4. Requires Lead Monitors to be Certified,
Stops Blind-leading-Blind**
- 5. Revises Criteria for Intervention
-id/placement, student assessment, program
implementation, teacher certification,
parental denials, curriculum**
- 6. Low fiscal analysis, high return**

Revamped, Effective Secondary ELL Program- SB 2002

- 1. Identification/Placement Based on Student's Proficiency and in Student's Primary Language**
- 2. Assessment in English and in Student's Primary Language**
- 3. Assessment Measures Student's Progress toward state/district academic standards and mastery of content**
- 4. ESL Instruction aligned w/ levels of proficiency**
- 5. For required curriculum, sheltered instruction enabling students to learn content and the English language**
- 6. Adaptation of standard curriculum that is rigorous and consistent**
- 7. Instruction by certified teachers and specially-trained**
- 8. Assessment strategy involving parents and interested community members**
- 9. Ongoing certification and professional development**
- 10. Low fiscal analysis, high return**

MALDEF Recommendations for Quality ELL Programs and Honest Monitoring

- 1. Strengthen Secondary Program (SB2002)**
- 2. Strengthen Monitoring & Accountability (SB548)**
- 3. Increase Weight to .2**
- 4. Create Pilot Project for Secondary ELL Programs**